



# National Congress Bulletin

NOVEMBER 1952

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*Presenting our . . .*

## ACTION PROGRAM

*for* - BETTER HOMES  
BETTER SCHOOLS  
BETTER COMMUNITIES

**T**he following action program represents the thinking of the entire National Board of Managers, which in turn represents all our state branches and local associations. It is a workable program. That we know from experience accumulated over more than half a century of earnest action and worthy achievement.

- Many of the points in this three-year program will be very closely related to your immediate needs; some may not be quite so closely related. No one expects you to carry out all of it at one time. On the other hand you are probably already working on certain projects emphasized here.

- It is for you in the local units to apply the program wisely, to select those points that seem most essential to you at the present time.

- Let me repeat here what I said in the closing paragraph of my message in the September issue of the *National Parent-Teacher*: "As each of us labors where he is, let us all be ever mindful that a local act is a sacred deed, for it moves the great body of the more than seven million members of which we are a part."

*Lucille P. Leonard*

Mrs. Newton P. Leonard, President  
National Congress of Parents and Teachers

### I Better Homes



#### A. Emphasize moral and spiritual values to build an America worthy of its heritage of faith in God and of freedom.

1. Stress the need to provide within the home the examples and experiences that will further the child's understanding of moral and spiritual values and make them a real and lasting part of his being.
2. Encourage parents and children to attend church as a family and to cooperate in interfaith and intercultural activities.
3. Urge teacher education institutions to give full recognition to moral and spiritual values in their curriculums.
4. Cooperate with the schools in their efforts to incorporate the teaching of moral and spiritual values not only into all classwork (history, science, literature) but into special and co-curricular activities such as sports, hobbies, and clubs.
5. Plan various P.T.A. programs on articles in the *National Parent-Teacher* that deal with moral and spiritual values and on the Educational Policies Commission's book, *Moral and Spiritual Values in the Public Schools*.





## **B. Develop the kind of family relationships that build healthy personalities.**

1. Extend the idea that children need ample freedom to grow up as well as to grow older—to act independently, to speak their own minds, and to exercise self-discipline.
2. Promote study-discussion groups that help parents acquire sound knowledge and insight about how children develop and how healthy personalities are nurtured.
3. Encourage lay leadership training programs to supply competent leaders for parent education groups; also encourage professional workers to contribute to these groups as consultants or resource persons.
4. Through the P.T.A. and individual teacher-parent conferences create understanding between home and school, so that parents may become familiar with the child's life at school and teachers with the child's life at home.
5. Cooperate with established agencies to initiate and strengthen family counseling services, including child guidance clinics and psychiatric or mental health clinics.

## **C. Stress family unity and its importance to our nation's strength.**

1. Highlight the home as the place where children and adults alike experiment daily with the ways of democracy—where they learn, for example, to reconcile conflicts, to strive for common ends, and to understand how one person's actions affect the well-being of others.
2. Since the traditions and ideals of American life are preserved and conveyed by the family, encourage community support of those measures that promote family welfare.
3. Encourage home-centered recreation and creative play, particularly such widely enjoyed pastimes as group singing, shared reading experiences, dramatics, picnics, and parties.
4. Since the kind of future America will have depends more on the quality of America's homes than on any other factor, cooperate with the school, the church, and other institutions to offer or extend courses in human relations that will prepare young people for marriage and family life.
5. Cooperate with health agencies and medical groups that are developing in-service educational programs in which pediatricians, obstetricians, family doctors, and nurses may learn more about counseling parents in the art of child rearing and the psychology of family relations.
6. Urge that court procedures be redesigned to save marriages, whenever possible, rather than dissolve them and that couples seeking divorce have the benefit of a "cooling-off" period and of professional counseling. (According to current figures, about 300,000 children a year are affected by divorce.)

## **II Better Schools**



### **A. Promote understanding of the purposes and functions of the schools.**

1. Focus attention on how much America owes to its public schools—how essential they are to the improvement of our general welfare and the American way of life.
2. Weigh criticisms made of the public schools—interpreting modern methods of teaching the three R's to correct any misconceptions that may exist; explain how the school dollar is spent and what returns this investment yields in teaching services, equipment, and materials. (No thoughtful citizen wants "just any old kind of education" for his children; he wants the best.)
3. Concentrate on making the school a community center whose grounds, classrooms, auditorium, and other facilities are available after school hours for the use of the community-at-large.
4. Encourage cooperative programs between the school on the one hand and business and industry on the other, not only in providing work experience for pupils but in building purposeful teamwork between school and industry.
5. Use various channels of parent-teacher publicity to keep the public informed of the events and activities going on in the school and of the work of the board of education.
6. Take advantage of the unique position and services of the parent-teacher association to coordinate the efforts of all those who have the interests of the school at heart.
7. Study the needs of the school through a continuing survey; stimulate interest by having parents and other citizens visit the school to become familiar with courses of study, teaching methods, and textbooks and other aids to learning; and work toward improving every phase of the educational program.

### **B. Help build curriculums that will prepare young people to live in the complex world of today.**

1. Work with school officials to initiate some form of cooperative educational planning (through such groups as lay advisory committees or curriculum survey committees) that will enable representative citizens to discuss and act on curriculum needs.
2. Utilize all channels available for P.T.A. publicity to inform the public about the aims, objectives, and content of the curriculum and to keep the public abreast of new curriculum developments.
3. Remembering the need for a two-way flow of ideas between the school and the community, sponsor open meetings and forums in which parents and other



citizens who may not belong to organized groups have a chance to express themselves on the kind of education they want for their children.

4. Recommend that school officials make systematic provision for individual conferences of parents and teachers, not only to talk over each pupil's progress and problems but to pool their ideas on how the school and the home can best work together for the welfare of the child.
5. Encourage school superintendents in their efforts to maintain an "open-door policy" between the public and the schools, so that any citizen in the community will feel free to comment on the curriculum and to offer suggestions.
6. Urge every citizen to exercise the privilege of attending school board meetings, to visit the schools, and in other ways to inform himself on the curriculum and how well it meets the needs of our complex world.
7. If the school does not have sufficient funds for up-to-date teaching aids and other materials called for by the modern curriculum, take steps to see that school funds are made available for this purpose.

#### **C. Support up-to-date and realistic systems of educational finance.**

1. Study methods of taxation that can be used to improve our educational system; recommend that antiquated finance methods be discarded; and cooperate in efforts to make the assessment of property and the imposing of property taxes more equitable.
2. Support a school budget that will meet the goals you, the people, helped set for public education and that will provide necessary educational services. In other words, strive to fit the budget to the educational program and not the program to a limited budget.
3. Work on well-planned school construction programs that will supply needed facilities and equipment.
4. Encourage school board members or administrative officers to interpret the financial program to the general public so that citizens will be assured that their money is being intelligently handled and democratically administered. (In this and other ways counteract unsubstantiated attacks on the schools by groups who are motivated by selfish interests.)
5. Request that reports on school finances, expressed in language that is easily understood, be issued as simple leaflets or pamphlets. (The public will be especially interested in reports on what has been accomplished with funds from school bond issues for which they have voted.)

#### **D. Attract and keep teachers who have the vision, the insight, and the skill to help children and youth utilize fully their natural talents and powers.**

1. Support the scholarship fund maintained by the state congress to aid highly qualified young men and women who wish to prepare for teaching.

2. Emphasize the need for parents, guidance counselors, and teachers themselves to make young people aware not only of how deeply satisfying the career of teaching can be but also of how gratifying it is to find oneself qualified for so demanding a profession.
3. Urge that teacher education institutions enroll on their faculties the ablest of educators, those who have the ability to inspire as well as to instruct.
4. Increase the prestige of the teaching profession by recognizing the magnitude of its contribution, and give the members of this profession confidence and loyal support.
5. Make every effort to give teachers a feeling of belonging to the community, of being part of its social life, and of having the same personal freedom as that enjoyed by the rest of the townspeople.
6. Arouse the community to the need for recruiting teachers by means of a community campaign staffed by lay citizens.
7. Conduct a careful study of teaching loads in elementary schools and high schools. If teachers are overburdened with too many and too large classes, suggest whatever measures are needed to provide additions to the teaching staff.
8. Assure teachers that through the P.T.A. they have a chance to exercise civic privileges by working vigorously with other men and women for the betterment of their community.

#### **E. Create opportunities for the development of mutual confidence and understanding between the parent and the teacher.**

1. Advocate study-discussion groups as one of the strongest means of breaking down emotional barriers between parent and teacher and of enabling them to get together to learn more about the growth and needs of children.
2. Find out what P.T.A. members can do voluntarily to lighten the load of individual teachers, such as assisting with school plays, arranging and conducting student field trips to points of interest in the community, and offering to contribute special knowledge and skills whenever these are needed to enrich the work of a particular class.
3. Plan activities and entertainments in which parents and teachers will enjoy one another's company—for example, talent shows, hobby displays, choral groups, and square dances as well as pot-luck suppers and interesting variations of P.T.A. "social hours."
4. Encourage parent members to invite teacher members into their homes for social activities.
5. Undertake the kind of community service projects in which parent and teacher may work side by side and come to know each other better as persons.





### III Better Communities

#### A. Work for effective, coordinated planning and integrated services on the part of all community agencies and institutions interested in the physical, mental, social, and spiritual welfare of children and young people.

1. Assist in planning and carrying out studies, both continuing and terminal, to reveal community needs and problems.
2. Help to organize community coordinating councils and in other ways to develop avenues of communication among various groups in the community.
3. Build action programs to meet such community needs as public health services, protective services for neglected and dependent children, improved juvenile detention facilities, and qualified personnel in all services affecting children.
4. Strengthen and coordinate community efforts to combat undesirable influences, such as unwholesome commercial entertainment, the sale of liquor and narcotics to minors, and sex offenses.
5. Establish working relationships with government agencies represented locally, such as the juvenile police bureau, the public health department, the county welfare department, and the recreation department.
6. Promote the programs of youth-serving agencies by interpreting these programs to the community-at-large and helping to supply needed leadership; encourage service clubs to sponsor projects and activities for the welfare of young people.

#### B. Maintain a continuing program to develop a greater sense of civic responsibility among all the citizens of the community.

1. Bring home to parents the need to accept their full responsibility for the kind of community their youngsters are growing up in.
2. Stress the value of cooperative activities in building civic pride and a sense of civic responsibility; create opportunities for many kinds of worth-while group experiences, especially those that involve the whole family.
3. Sponsor conferences conducted by and for young people—conferences that will enable them to make their contribution to the life of the community, utilizing to the full those shining qualities that belong to youth: enthusiasm, an awareness of the wonder and excitement of life, imagination, and lack of prejudice.
4. Organize group activities for the discussion of basic issues affecting children and youth—local, state, national, and international. Study and evaluate the

efforts that are being made to achieve international cooperation and lasting peace.

5. Emphasize the importance of educating children for citizenship in the home and the community as well as at school; urge parents not only to talk over public issues with their children but to demonstrate by their own deeds how citizens turn civic concern into civic action; and help organize projects in which young people learn at first hand how local government is carried on.

6. See that newcomers to the community are welcomed and made to feel at home, giving them every possible chance to enter into the many-sided activities of community life.

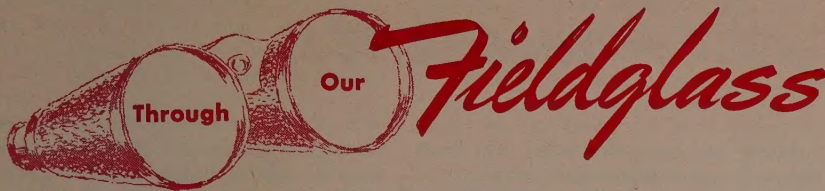
#### C. Strengthen every P.T.A. so that it may function at the highest possible level and carry on its program with the greatest possible effectiveness.

1. To discover sources of strength and weakness in the local unit, send out a check list to members, analyze the results, and then hold conferences and workshops to discuss the areas that need strengthening.
2. Make a survey of community needs and opportunities for civic service available to parent-teacher units and consult with local resource persons about carrying out such service.
3. Emphasize the constant need for stimulating, worthwhile programs at each P.T.A. meeting—programs that are not delayed by a long business session or by too many entertainment features.
4. Vitalize programs by making full use of the great variety of aids and devices available today—radio and television programs, films, and recordings; group discussion techniques, especially the buzz session; and such resource materials, tailor-made for parent-teacher members, as the *National Parent-Teacher, Study-Discussion Group Techniques*, and other National Congress publications.
5. Promote training programs that assist parent-teacher workers to assume leadership in local unit activities.
6. Invite district and state congress leaders who live in the community to take part in local unit activities, in order that each member may profit by their insight and their experience in parent-teacher work.
7. Intensify all efforts to bring more men into P.T.A. membership, enabling them to plan and take part in all programs and activities, especially community service projects.
8. Merit the recognition of the community not only by clearly advancing the program of the parent-teacher organization, which includes active concern with local, state, and national legislation, but by engaging in intelligent cooperative planning with like-minded community groups.



• The P.T.A. is the community integrator which has the power to unite all the forces and agencies that serve the best interests of children and youth.





Director of Field Service: Marguerite M. Scheid

Field consultants: Ellen Dell Bieler • Anne Crampton • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

## Wanted

Photographs of persons sought by the police are frequent sights in post offices. But in one small town some very respected citizens are confronted with their own faces on similar posters hung in conspicuous places.

It's all part of a stunt to publicize P.T.A. meetings and thus increase attendance. The town is enjoying it, and it's getting results.

By various means the P.T.A. secures pictures of its members, has them enlarged and placed on posters headlined "You Are Wanted at the P.T.A. Meeting." Time, place, and other details of the meeting follow. A kind of treasure hunt for photos goes on. There's surprise and fun, members tell us, in discovering that the P.T.A. has secured your picture and is advertising you as "wanted."

## Airy Publicity

A western city has a novel way of getting people out to meetings. A member of the publicity committee uses his airplane to distribute flyers for P.T.A. meetings from the air. The bright-

hued notices are easily seen as they float down from the sky over the community. The school children, alerted to watch for the shower of information, gather them up and deliver them at every door.

Parent-teacher meetings are an event in this little community, and this dashing air delivery ensures that everyone will know about them.

## Roundup in the Southwest

The morning session of a leadership training institute in a little southwestern community opened with only four persons present—two officers of the local unit; the school superintendent, who could not stay; and the president of the P.T.A. of a near-by Indian school! While the two officers went off to round up their associates—there are very few telephones in the town—the field consultant had an opportunity to discuss P.T.A. work with the Indian president.

He knew his people's problems; he had represented his tribe on the tribal council and had been to Washington, D. C., on tribal business. He knew also the role that the P.T.A. might have in improving the educational opportunities of his people. And he felt that the P.T.A. was a strong bond uniting his people and other Americans in a common cause.

The session opened in earnest when the officers returned with their recruits. Others joined the group in the afternoon. Discussion of specific and individual problems made those who came out grateful for the "roundup."

## Strength Through State Field Service

In a Midwestern state there is a ferment of parent-teacher activity. Suburbs are growing rapidly and there is need to organize new units. New units need help in getting started. Membership is increasing, and there is need to help the new members become informed, active participants in parent-teacher work.

How is the state meeting these new responsibilities and opportunities? It is

setting up a field service. Three volunteers, who are experienced P.T.A. workers, will be available to go to any part of the state. They will assist in organizing new units, conduct schools of instruction for local units, give aid to councils, and assist the district directors in their state work. They will also cooperate with a state teachers' college in conducting an all-day program institute. The purpose of the service will be to make personal contacts, promote organization, and strengthen weak areas.

The field service will be financed by a fund that has been building up for several years. Its core is the state's share of the Founders Day gift. All services to the local units and councils will be free.

## Apology Accepted

A P.T.A. president attached the following apologetic note to her local unit report to the state office: "I'm sorry we haven't done much this year. We just have twelve students in our school, but we do have twenty-two in our P.T.A. We haven't been able to do much on goals; we've been busy putting a new floor in our school, piping in water, installing a heating unit, and getting our school lunch program started."

*When this president is really satisfied with a year's work, we'd like to hear about it.*

## Student-Teachers Join P.T.A.

"Cadet teachers" in a western town are assigned to P.T.A.'s as part of their practice teaching. Thus they get the "feel" of the actual community situation they will enter upon graduation, and the transition from student to teacher becomes much easier. Our consultant learned that fifty student teachers are already participating in this program. She stresses the strategic importance of P.T.A.'s in those schools and believes that continued leadership training will make for richer home-school relations.

## Canyon Conference

If mountaintops make fine sites for regional conferences, why not canyons as well? One of our consultants learned how pleasant these meetings can be when held in a scenic western park at the foot of a canyon. There was no loss of interest in P.T.A. activities, either; at the close of the conference one school superintendent ordered twenty-four copies of *Where Children Come First* for all the local unit presidents in the council.

## NATIONAL CONGRESS BULLETIN

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## EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

### Publications and National Parent-Teacher

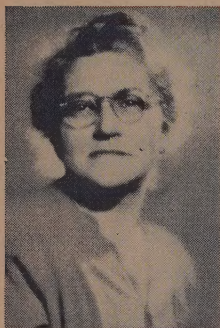
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# Dear P. T. A. Presidents:



Mrs. Newton P.  
Leonard

**H**OW often we spoke of you at the recent meeting of the National Board of Managers! You are important persons in the parent-teacher organization, for it is you who guide the local units into action and set the standard for

the quality of their programs.

We had an excellent board meeting with almost full attendance. Every state president answered the roll call. That is as it should be, for if we are to do effective work we must do our thinking and planning together.

• In this issue of the *Bulletin* you will find two programs that were adopted by the board—the legislation program and the action program. The legislation policies are substantially the same as last year, but they have been rearranged and rephrased for greater clarity. You will want to get them firmly in mind.

The action program for better homes, better schools, and better communities is the product of the thinking of our whole board. You were constantly in our thoughts as we worked on it. For it is through the local unit that *plans* become *action*. Over and over, therefore, we asked ourselves: What will be suitable for the local units? How can we help the local leaders? What suggestions will be most useful to them? Thus we developed the action program.

A brief foreword to the program contains some of my thoughts on it. Here, I want to say to you just two things that I have said before about programs. *First*, the board is merely offering you information and guidance; it is your job to shape plans and adapt projects to the needs of your own community. But we do hope you will consider your community an integral part of our whole great world. "No man is an island unto himself," said a preacher in the seventeenth century. His words are truer now than then, for the physical barrier of

distance has been destroyed by plane and radio, and lands and peoples once far distant have become our neighbors.

*Second*, let us be sure that we do not confuse *action* with *activity*. Activity can be mere bustle for the sake of seeming busy or filling up time. Action is purposeful. It is directed toward a specific goal. It marches toward an objective. We cannot afford to keep merely busy; too much remains to be done before we achieve our goal of homes, schools, and communities that meet the needs of children and youth and enable them to realize their potentialities for happy, useful living. Constructive action is needed.

Have you further ideas on the program? Have you already started some pertinent projects? Let us hear about them. We look to you for progress reports.

• Now, I should like to take up briefly several queries that have come to my desk. I have been asked, "How can we be active in legislative matters if we must be *nonpartisan*?" Perhaps there is some confusion about the words *non-*

*partisan* and *nonpolitical*. Of course, we must be political—that is, active in civic affairs—if we are to carry out our third Object, "to secure adequate laws for the care and protection of children and youth." But we can be political without being partisan; we can support legislation without taking stands on candidates or parties. I should like to pass on to you a precept that was one of the first lessons I learned in P.T.A. work: "We support *principles*, not people or parties." That's an easy way to remember P.T.A. policy. Let me remind you of the chapter on legislation in *Where Children Come First*, the chapter called "Into Halls of Government." It is very illuminating. With vivid examples the Overstreets demonstrate how the P.T.A. has been able to be nonpartisan and yet very effective in securing the passage of needed legislation.

Another member asks, "Why isn't our legislative activity confined to the needs of children?" Isn't it? It should be. I think if you will study the program thoughtfully, you will agree that all of it bears on the welfare of children and youth.



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• A candid camera picture of the National Executive Committee in session during the recent meeting of the National Board of Managers. From left to right: Mrs. R. R. Smith, vice-president; Mrs. Rollin Brown, first vice-president; Mrs. Newton P. Leonard, president; Mrs. Russell C. Bickel, secretary; Knox Walker, second vice-president; Mrs. David Aronson, member-at-large; Mrs. James P. Ryan, vice-president; John W. Headley, treasurer; Mrs. James Fitts Hill, member-at-large; Mrs. H. H. Hargreaves, vice-president; Mrs. G. W. Luhr, member-at-large; Mrs. J. W. Heylman, vice-president; Mrs. Otto Eisenstein, vice-president; Mrs. S. Theodore Manduca, vice-president; Mrs. Orville G. Hankins, vice-president. Mrs. Walter H. Beckham, vice-president, was unable to attend the meeting.



• The question of multiple and duplicate dues is a perennial one. Local, council, district, and state leaders should be very clear on this subject themselves if they are to interpret it effectively to members who are confused. (See the December *Bulletin* for the statement adopted by the National Board of Managers at its recent meeting.) If members truly understand the program of our organization and the services of the state branch and National Congress to the local unit, they will see the value of all-inclusive membership and dues. When parents really understand the purposes and work of local units, they will want to join the P.T.A. of each school in which they have a child. They will not want to place the welfare and interests of one child above those of another. And the state and national share of dues is so small that no one should feel burdened by joining more than one unit. It is the responsibility of local leaders to make these things clear.

• Another of your responsibilities, a very important one, was stressed at two meetings at which I recently represented you, the meeting of the Educational Policies Commission of the National Education Association and the meeting of the National Commission for UNESCO. At both conferences the need for *knowledge of the facts* and the *courage to present the facts* to others was emphasized again and again. At the present time reckless criticism of the public schools and of UNESCO is rampant.

Consider carefully the place of the public school system in our democracy and of UNESCO in a world that is striving to rid itself of poverty, ignorance, and disease. If criticism is needed, let it be based on the facts; let it be constructive; and let us all—parents, teachers, and other citizens—share the responsibility for what is wrong and for doing what is needed to improve the situation or the agency.

Let us not, like small children, toss back and forth baseless assertions of "Tis so," "Tis not." The mature way, the P.T.A. way, is to authenticate every statement, see that it is based on facts, present the facts courageously, and then proceed to action if necessary.

• Membership enrollment month, October, is over, and I am looking forward to preliminary reports. But membership enrollment goes on throughout the year. P.T.A. membership is an opportunity to work constructively, intelligently, and cooperatively for children and youth. Such service is a joy and a privilege. Give every adult in your community the opportunity to share it with you; invite them to membership in the parent-teacher organization.

Loyally yours,

*Lucille P. Leonard*

Mrs. Newton P. Leonard, President  
National Congress of Parents and Teachers

## CIVIL DEFENSE

### Volunteer Registration Campaign

**When:** November 11-27

**Where:** Throughout the United States

**Who:** P.T.A. members

• The Federal Civil Defense Administration is conducting a nation-wide campaign to register volunteers for civil defense. The National Congress is co-operating by registering through the local units all P.T.A. members who can serve.

Registration does not mean immediate duties or assignment; it simply signifies a willingness to serve if called upon.

Procedure for civil defense chairman of local unit (or person especially assigned by president to registration work):

1. Confer with local civil defense director on how to carry out registration. Secure his cooperation and approval before proceeding. If there is no local director, consult city, county, or township officials.
2. Cooperate, if you wish, with other community organizations that are also registering members.
3. Make full use of newspaper and radio publicity.
4. Prepare 5 x 8 registration cards. Sample form should be available at local civil defense office.
5. Register your members at a regular meeting in November or by personal or mail solicitation. (Follow up on absent members.)
6. Give the registration cards to the appropriate civil defense officer.
7. Keep a record of the number who register. Send it to your state chairman of civil defense or your state president, who will forward it to the chairman of the National Congress special committee on civil defense.



## It's Oklahoma in Fifty-three!

THERE are hints of *Oklahoma!* in the air as the National Congress gets ready for its next convention, May 18-20, in Oklahoma City. The national convention, as you know, is the governing body of the National Congress. That's one excellent reason why you should be present to share in its policy-making.

Another reason is the charm of the state capital, which boasts of growing "from teepees to towers" in half a century. Oklahoma City was settled by the famous "Run" of 1889—a race for Indian lands opened by the government. By sundown of one day more than four thousand people called it home. Today it is the modern center of the state's oil, grain, and livestock commerce and is a familiar host to conventions.

The headquarters hotel will be the Skirvin, centrally located in the city, and the convention will be held in the spacious Municipal Auditorium.

It's not too early to start planning and raising funds for delegates to the 1953 convention. Travel expenses may be met out of P.T.A. treasuries, or special fund-raising events may be held. And don't forget—one hundred dollars toward a delegate's expenses will be awarded the state congress in each division that sends in the most subscriptions to the *National Parent-Teacher*.

Plan now to be with us to build on the great work of earlier conventions. We will publish news of the program as it takes shape.

## AMERICAN EDUCATION WEEK

November 9-15

### Visit Your Schools

- Schools are everybody's responsibility.
- Do your share to make them good schools.
- In the P.T.A. you join with other parents, teachers, and conscientious citizens to make your school a good school.



# LEGISLATION PROGRAM

of the  
NATIONAL CONGRESS OF  
PARENTS AND TEACHERS  
1952-53



**OBJECT**  
"To secure  
adequate laws  
for the care and  
protection of  
children and  
youth."—

*Article II,  
National Bylaws*

As adopted September 26, 1952, by the National Board of Managers

## I. LEGISLATION POLICIES

**T**he National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education, social and economic well-being, and child labor; (2) such environmental factors as radio, television, motion pictures, press, recreation, and safety education in its broadest sense; and (3) federal research agencies in education, health, juvenile protection, and homemaking. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations.

• The following specific policies\* have been approved by the Board of Managers of the National Congress of Parents and Teachers and have had state approval according to individual state procedure.

The action program is based on these policies:

### 1. Local Control

All federal child welfare legislation should include provisions that will insure minimum federal and maximum local control.

### 2. Federal Grants-in-Aid Affecting Children and Youth

Federal grants-in-aid to states should be made through, and administered by, federal, state, and local agencies most directly concerned with the subject involved.

(It is expected that agencies in closely related fields will cooperate in planning for elimination of unnecessary duplication of services and administrative organization.)

### 3. Education

a. The United States Office of Education should be established as an independent agency of government under the general direction of a federal board of education. This board should be composed of lay-

men appointed to long, staggered terms and should have authority to appoint, and be advisory to, the United States Commissioner of Education.

b. The free public school system should be maintained and strengthened. When federal funds are involved such monies should be channeled through the United States Office of Education to state and local departments of education and should be administered with minimum federal and maximum local control.

### 4. Federal Aid for Education

a. The federal government should appropriate funds to supplement those raised by local and state governments to provide adequate educational opportunities for all children and youth.

b. Any such funds appropriated by the federal government should go to publicly controlled, tax-supported schools only.

c. Federal funds should be appropriated for the purpose of equalizing educational opportunity among the several states, with provisions ensuring:

(1) distribution according to need, such need to be determined on the basis of facts that shall serve as a basis for an apportionment formula;

(2) minimum federal and maximum local control; and

(3) encouragement to the states to put forth their best efforts to equalize educational opportunities within their own boundaries.

d. Federal funds appropriated for education should be available for school libraries and for the education of handicapped children.

e. Federal funds should be appropriated to give aid in the construction of public school buildings, after approved surveys have been made. These funds should be:

(1) channeled from the U.S. Office of Education through state departments of education to the local units of administration;

\*Policies for 1952-53 are the same as for 1951-52. They have been rearranged and rephrased, however, to achieve greater clarity.



- (2) made available to the states on the basis of an objective formula that would take into account both the need for school facilities and the relative ability of the states to meet such a need;
- (3) allocated so as to encourage states to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.

- f. Federal funds should be used to provide educational opportunities for the children of government employees on federally owned property.
- g. Federal funds should be used to provide, through the U.S. Office of Education, adequate programs of school health, health education, and physical fitness for children and youth.
- h. Federal funds should be used for such programs of adult education as affect the welfare of children and youth.
- i. The education of Indian children should be administered through state departments of education, with adequate federal appropriations given to furnish educational opportunities equal to those of other American children.
- j. All federal funds for vocational education should be channeled through the U.S. Office of Education to state and local departments of education, so that vocational and general education may be effectively integrated through state and local control.

## 5. Child Care Centers

Child care centers should be made available to children of employed mothers; adequately staffed and supervised by appropriate agencies; and jointly financed by public funds and parents' fees or by funds from public or private agencies.

## 6. Child Labor

Federal legislation should give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

## 7. Child Life Research

Adequate appropriations should be provided for continuing programs of integrated child life research.

## 8. Disposal of Surplus Materials and Supplies

Educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing pro-

grams of education, health, and recreation throughout the United States.

## 9. Health

Equalized public health services and public health education opportunities should be provided for all children and youth.

Federal appropriations for maternal and child health services and services for crippled children should be continued.

## 10. International Relations

We support the United Nations and its component parts as the best basis for international cooperation.

## 11. Library Service

Public library service should be extended to all people on an equitable basis with special emphasis on needs in rural areas. Federal funds for public library service should be channeled through the U.S. Office of Education to state library agencies for use in promoting library service according to the pattern best suited to state needs. Legislation providing federal funds should be terminal, should ensure minimum federal and maximum local control, and should provide for variable matching grants on an equalization basis.

## 12. Merit System

Child welfare services should be administered by persons qualified to do so. Accordingly we support the extension of the merit system for public employees.

## 13. National Defense

We believe that we must work diligently for world peace by use of all possible United Nations channels to achieve economic, social, physical, and spiritual welfare for all children and youth through education for citizenship in an interdependent world. It is nevertheless necessary in this time of world tension to maintain a military establishment capable of going into effective action in defense of the nation.

The administration of these emergency military measures should ensure the maximum opportunity for education for responsible and effective democratic citizenship.

We believe that all efforts should be made to meet the need for military manpower from the pool of eligible adults before inducting persons under twenty-one years of age.

We insist, also, that all persons be thoroughly trained and properly equipped before being sent into combat.

In the event that the Congress of the United States should establish a program of universal military training for the expansion of our manpower resources in the armed services, this training should be:



1. A temporary program for the emergency period only, rather than a permanent measure of military conscription.
2. Universal in its application to all young men, beginning at the age 18. (This does not imply combat service.)
3. Confined to a period of not more than six months of basic military training for each person concerned.
4. Conducted with full recognition of the health, educational, and spiritual needs of young people.
5. Operated through the military facilities of the nation in a way that will ensure young men's being trained in areas within reasonable proximity to their homes.
6. Supervised by a national advisory commission comprising both military and civilian representatives.
7. Combined with a continuing educational program.
8. Administered to provide for further education following basic military training for those persons with special abilities in the sciences and the essential professions as determined by regularly constituted civilian educational authorities.
9. Established not to provide a large and permanent standing army but to strengthen the defense of the nation through a civilian reserve of manpower available for immediate and full-time military service to meet any emergency with which our country may be confronted.

#### 14. Recreation

Adequate community recreation services should be provided through public support.

We encourage the support of state agencies authorized to assist local governments in setting up recreation programs.

#### 15. Rural Stabilization

We support the continuance of basic principles of stabilization of rural families, including guidance services.

(We support this policy to the extent that it enables families with children to borrow money for buying and equipping farm homes. Under appropriate rules and guidance, many farm families can be made self-supporting home owners. Such programs enable the children in these families to have better education, nutrition, and health.)

## II. ACTION PROGRAM

The following action items, based on the approved policies, represent current needs. It is anticipated that pertinent legislation will be introduced when the 83rd Congress convenes in January 1953. Local units should study the issues involved. State legislation chairmen will request action at the appropriate time.

#### Child Labor

1. We support ratification by the states of the child labor amendment.

2. We oppose legislation that would weaken the protective child labor provisions of the Fair Labor Standards Act.

#### Adequate Support for Certain Federal Offices

We support adequate appropriations for the following departments, offices, and agencies.

(The current needs of programs are considered in determining adequacy of appropriations.)

##### 1. U.S. Office of Education, Federal Security Agency

The Office conducts research, collects statistics, makes surveys, provides advisory services, and administers federal funds available to the states for land-grant colleges, vocational education and rehabilitation, and schools in areas affected by federal activities.

##### 2. Children's Bureau, Federal Security Agency

The Bureau has two assigned functions: (1) to investigate and report on the welfare of children and (2) to administer the federal grants to the states for child welfare services, crippled children's services, and maternal and child health services.

##### 3. Food and Drug Administration, Federal Security Agency

This agency protects the consumer by preventing the misbranding or adulteration of foods, drugs, devices, and cosmetics in interstate and foreign commerce.

##### 4. U.S. Public Health Service, Federal Security Agency

The Service is responsible for varied activities—for example, port of entry examinations; supervision of medical services in federal penal institutions; operation of federal hospitals, such as marine hospitals in the larger ports, St. Elizabeth's (for mental cases) in Washington, D. C., the drug addict hospitals in Lexington and Fort Worth, and the National Leprosarium; research and personnel training in the fields of mental health and of chronic and communicable disease control; and administration of grants-in-aid to states for such purposes as hospital construction and control of communicable diseases.

##### 5. Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture

Of primary importance to families is the research done by this agency on problems concerning food, clothing, shelter, and homemaking. The Bureau also aids farmers by discovering and developing new uses for farm products and helps manufacturers by supplying new data useful in improving their products and output.

##### 6. Federal Extension Service, U.S. Department of Agriculture

This agency, in cooperation with the state land-grant colleges, brings the results of continuing research to the rural community, employing home demonstration agents and other workers who deal directly with individuals and organizations.

##### 7. Bureau of Labor Standards and Wage and Hour Division, U.S. Department of Labor

The Bureau's concern is development of sound labor standards, including standards for youth employment and pro-



motion of their adoption. This agency also conducts child labor and youth employment research. The Division is charged with enforcement of the Fair Labor Standards Act, which includes regulations governing child labor in industries operating or producing for shipment in interstate commerce.

## Federal Aid for Education

### 1. School Building Construction

Shortage of classrooms is a grave problem faced by every state. If federal money were provided to help districts overcome this lack, other pressing problems of school finance might be met locally with less difficulty. In 1950 Congress authorized a survey of school building needs that might serve as a guide for legislation appropriating federal funds to assist states in supplying housing for greatly increased enrollments and to replace unsafe structures and unsatisfactory makeshift classrooms. Results of this study will be available to the 83rd Congress. Action is expected. See "Legislation Policies," 4-e, for National Congress policy concerning content of legislation.

### 2. Education of Physically Handicapped Children

We support legislation to enable the states to make more adequate provision for special services required for the education of physically handicapped children of school age. Bills supported have provided for funds to be channeled through the U.S. Office of Education and state departments of education, allowing for small equal allotment to each state, plus additional funds apportioned according to number of children and state's financial need. These bills have required state agency to present a plan providing for state matching funds; showing policies and methods of administration, supervision, and training of personnel; providing methods of identifying the cost of special educational services required for the education of physically handicapped children; and indicating policies concerning distribution of funds between rural and urban areas and among types of services.

## Critical Materials for School Building Construction

We support measures that will give a top priority for materials, equipment, and supplies for school buildings after major military needs of the United States have been met.

## Emergency Maternity and Infant Care

We support the principle of the development of a program to provide maternity and infant care for wives and infants of enlisted men in the armed forces similar, but not identical, to the emergency maternity and infant care program in effect during the last war.

## Fireworks

We support legislation that would prohibit the interstate shipment of fireworks into any state in which the sale of fireworks is prohibited by law.

## Health

We support legislation to assist the states in the development and maintenance of local health units. Previously supported bills have provided for the development and maintenance of

local public health units organized to provide basic full-time public health services and to assist the states in the training of personnel for local public health work; allotment of matching funds is to be made on the basis of population and the financial need of the states for assistance to provide basic public health services for all persons within the state. The basic public health services necessary for the well-being of every community are control of communicable diseases, environmental and food sanitation, health education, collection and analysis of vital statistics, public health laboratory services, and maternal and child health services.

## International Relations

It is the policy of the National Congress of Parents and Teachers to support the United Nations and its component parts as the best basis for international cooperation. Our principal legislative concern is support for the United Nations Educational, Scientific, and Cultural Organization; the Food and Agricultural Organization; the World Health Organization; and the United Nations International Children's Emergency Fund.

## Library Service

We believe that the basic purpose of federal grants in the library field should be to extend public library service to all people on an equitable basis keeping in mind needs in rural areas especially. Accordingly, we support legislation to improve public library services by providing federal funds to be channeled through the U.S. Office of Education to state library agencies for use in promoting library service according to the pattern best suited to state needs. We believe that this legislation should be terminal, should ensure maximum local and minimum federal control, and should provide for variable matching grants on an equalization basis.

## Postal Rates Increase

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

## School Lunch

We support adequate appropriations to carry out the school lunch program as provided in Public Law 396.

## Alcoholic Beverages

We support legislation to prohibit the broadcasting by means of any radio or television station of any advertisements of alcoholic beverages.

## III. CONTINUING CONCERNS

In other years the Action Program has included support of measures to abolish block booking and blind selling of motion picture films; support of the general trend toward grade labeling of products; support of legislation providing certain appropriations for the extension divisions of state universities and land-grant colleges; and opposition to legalizing of a national lottery. No legislation on these subjects is anticipated at this time.



## MAGAZINE MEMOS

● **How To Get Acquainted.** Is yours a new P.T.A.? You'll be off to a flying start if your officers and members subscribe to the *National Parent-Teacher*. It's the surest way to become familiar with parent-teacher philosophy and practice. Read the "President's Message," for instance; it may set the keynote for this month's activities. Planning your program? The study-course articles are time-savers. You'll find ample material on pre-school, school-age, and adolescent groups, plus hints on how to hold a discussion.

Education and events of general interest are included in its broad news coverage. Movie previews, book reviews, and parent-teacher reports keep you current with latest developments. You'll even find one or two poems from "Poetry Lane" to read aloud at meetings.

From start to finish the *National Parent-Teacher* will serve to make you feel at home in the National Congress of Parents and Teachers.

● **Office Campaign.** P.T.A.'s can take their cue from one young father who boosted subscriptions to the *National Parent-Teacher* in a novel way. Noticing the number of parents among his co-workers, he circulated a copy of the September issue around the office. His secretary attached a memo asking those interested to list their names, and the response was immediate and gratifying. Within a week eight had subscribed, including several bachelors!

● **A Challenge to Parents.** With all the new developments in the social and physical sciences, how are busy parents to keep up with their teen-age youngsters? They needn't return to school, according to Dr. John Diekhoff in "Keeping Pace with Youth" in the November issue. He suggests how they may become truly informed and bridge the gap between themselves and today's adolescents. A companion piece to this is "Parents Can Help Educate Their Children," by Dr. Bess Goodykoontz. She discusses how far parents should go in helping their children at school without pushing them too fast. You'll find both these articles provocative—and both in the November *National Parent-Teacher*.

● **To Strengthen Your Program.** There is hardly a P.T.A. program or activity that cannot be made more vivid and effective through the use of materials from the *National Parent-Teacher*. For example, a chairman of character and spiritual education at a state convention illustrated the work of her committee by a display of Mrs. Overstreet's series of articles "For the Spirit's Hunger." Officers and chairmen should be encouraged to prepare for every meeting exhibits of articles, features, and pictures that illustrate the subject of the evening's program or the activities of various committees.

● **Christmas Is Coming.** Let gift subscriptions to the *National Parent-Teacher* carry your greetings to friends and relatives every month for ten months. (Subscription price, \$1.25 a year for ten issues.) You will not be sending an ordinary magazine; you will be sending a friend, rich in wisdom, expert in knowledge, engaging and lively in manner. Who would not welcome a monthly call from such a companion?

## 50-or-more and 100-or-more Clubs

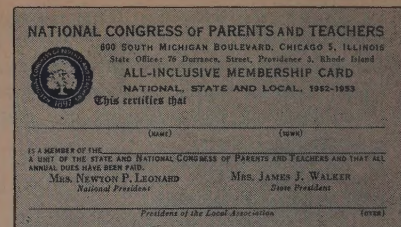
● Is your P.T.A. on its way to membership in one of these distinguished clubs? To qualify for the Fifty-or-More Club a unit must have sent in at least fifty subscriptions to our official magazine, the *National Parent-Teacher*. One hundred or more subscriptions win entry for the local association into the Hundred-or-More Club.

The first list of associations that have qualified for honors will be published in the January 1953 issue of the *Bulletin*. The final list will appear in the May issue.

In order that your unit may appear on the January list, send the following information to the *National Parent-Teacher*, 600 South Michigan Boulevard, Chicago 5, Illinois, on or before December 10, 1952:

1. The number of subscriptions (50 or more).
2. The date they were forwarded.
3. The name of your P.T.A.
4. Your city and state.
5. The name of your unit president.

● Membership in one of these clubs is evidence that your association is carrying out the Objects of our organization. For "the greater the circulation of the *National Parent-Teacher*, the greater will be the accomplishments of the National Congress and its local associations in the fields of child welfare, education, and community improvement."



## P. T. A. Membership Goals for 1952-53

1. Re-enroll our 7,219,165 members immediately.
2. Invite into membership every parent, teacher, and interested citizen.
3. Bring all non-Congress units into membership with the state and national congresses.
4. Organize a P.T.A. in every school that has none.

● Make these objectives an immediate and continuing part of your program of action. In her membership proclamation Mrs. Leonard urges us to win to the service of children and youth the countless others who share our vision but have not yet joined our ranks.

Make your P.T.A. an association of distinguished achievement by winning for it the accolade of membership in the One-Hundred-or-More Club.

● Associations that have qualified for membership in the Fifty-or-More and the Hundred-or-More clubs for three years in succession will be given special recognition at the end of this campaign year.

# National Congress Bulletin

(See the Action Program on page one)